



ACADEMIC HONESTY POLICY



**MATIJA GUBEC
INTERNATIONAL SCHOOL
ZAGREB - CROATIA**



Academic Honesty

The purpose of the document is to establish a school policy that promotes good academic practice and a school culture that actively encourages **academic honesty**.

Taking the **IB learner profile** as a basis for our school practice and a challenging model for our students, we promote the values important for academic honesty acceptance supporting them to become:

Inquirers -They acquire the skills necessary to conduct inquiry and research and show independence in learning.¹

Knowledgeable - They explore concepts, ideas and issues.²

Communicators -They understand and express ideas and information confidently and creatively.³

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.⁴

Open-minded - They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.⁵

Risk-takers – They are brave and articulate in defending their beliefs.⁶

According to IBO publications:

„**Academic honesty** is a set of values that promotes personal integrity and good practice in learning and assessment and in the MYP is part of **approaches to learning**. The IBO recognizes that academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills.“⁷

“All candidates must understand the basic meaning and significance of concepts that relate to academic honesty, especially **authenticity** and **intellectual property**.

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.”⁸

What is academic dishonesty?

- **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own (using another person's words, pictures, charts or ideas without properly giving that person credit.)
- **collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **duplication of work:** this is defined as the presentation of the same work for different assessment components
- **any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, copying the work of another candidate, stealing examination papers, fabricating data for an assignment.)⁹

Consequences in a case of academic dishonesty

Plagiarism or general academic dishonesty is a serious offence and it should be taken seriously by all members of the school community. In the case that a student is found to have committed plagiarism or is guilty of academic dishonesty a progress report will be sent home to parents and no positive grade will be recorded for the assessment task.

Teacher responsibility

Teachers are also expected to:

- support and encourage the school policy on good academic practice
- provide candidates with advice whenever necessary, teaching students how to use all forms of resources adequately—including information and communication technologies (ICT)
- use a search engine to detect a plagiarised work
- be familiar with the IBO publication “Academic honesty”
- ensure an examine environment suitable for supporting academic honesty and
- offer examples of good academic policy as often as it is possible

Student responsibility

Students are expected to act with integrity and honesty and they are responsible for the authenticity of their work and acknowledgment of their sources.

Parent responsibility

Parents are expected to encourage students to practice academic honesty.

Gender-Fair use of language

The United Nations regards gender equality as human right.

The language that teachers use provides an important model for students. Word choices often reflect unconscious assumptions about gender roles. These guidelines for gender-fair language use encourage and promote gender equality in language and society by avoiding exclusionary forms and suggesting inclusionary alternatives.

Avoid exclusionary forms	Choose inclusionary alternatives
he, his	he or she, his or her, their
man	humanity, human beings, person, people
<p style="text-align: center;"><u>Job or career</u></p> <ul style="list-style-type: none"> • chairman/chairwomen • businessman/businesswoman • congressman/congresswoman • policeman/policewoman • salesman/saleswoman • fireman • mailman • stewardess • authoress 	<ul style="list-style-type: none"> • chair, coordinator, moderator, presiding officer, head, chairperson • business executive , manager, businessperson • congressional representative • police officer • salesperson, sales clerk, sales representative • firefighter • postal worker, letter carrier • flight attendant, steward • author
<p style="text-align: center;"><u>Titles Labels and names:</u></p> <ul style="list-style-type: none"> • Miss, Mrs. • Mrs. Ian Wright • Mr. and Mrs. Ian Wright 	<ul style="list-style-type: none"> • Ms. • Ms. Anna Wright • Ms. Anna Wright and Mr. Ian Wright

GUIDE TO ACADEMIC HONESTY IN MYP

of citing in a bibliography

When we find information from another source, such as a book or a website, we are really only 'borrowing' it for the purpose of our assignment. Someone else worked to produce that work, so we should respect that work by CITING it at the end of our piece of work.

At the end of each piece of research-based work we complete, we must include an extra section called the BIBLIOGRAPHY. Here we can cite (write down) all the sources of information we used to complete our task.



How to acknowledge the sources used

Books:

Author's name. Family Name, First Name.	<u>Title of Book.</u>	Place of publication:	Publisher,	Year of Publication.
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E.g. Sperry, Armstrong. All about Arctic and Antarctic. New York: Random House, 1975



Encyclopaedia Articles:

"Title of Article."	<u>Title of Encyclopaedia.</u>	Editor's name. Ed. First Name Last Name.	Edition. e.g. : 9 th Ed.	Volume Number E.g. Vol. 2.	Place of publication:	Publisher,	Year.	Pages.
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E.g. « Ethiopia. » The New Book of Knowledge. 1st Ed. Vol. 2, 296-301



An article in a periodical (magazine/journal):

Author's name. Family Name, First Name.	"Title of Article"	<u>Name of Periodical</u>	Date Day Month. Year:	Pages.
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E.g. Chang, Maria L. "Sea Otters Take a Dive." Science World 22 Feb. 1999: 5.

Part of a book or an article from a reference book:

Author's name. Family Name, First Name.	"Title of article."	<u>Title of collection</u>	Editor's name. Ed. First Name, Last Name.	Place of publication:	Publisher,	Year.	Pages.
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An interview:



Last name, First name (of a person interviewed).	Personal interview.	Date of interview.
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E.g. Doe, John. Personal interview. 18 Feb. 2009.

ELECTRONIC SOURCES:



Web sites:

Author(s). Family Name, First Name. (if given)	Web site title.	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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E.g. Thiers, Genevieve. The Duckbilled Platypus. 21 Feb. 2003. <http://ncnc.essortment.com/duckbilledplat_rmml.htm>.

On-line periodical (journal, newspaper or magazine):

Author(s). Family Name, First Name.	"Title of Article".	<u>Name of Periodical</u> .	Date of Publication. Day, Month. Year	Date you accessed the site Day Month. Year	Electronic address. <URL>.
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Videos :

<u>Title</u> .	Director's name.	Distributor,	Year.
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E.g. Rock and Mineral. Dir. Julian Caius. Dorling Kindersley and BBC Worldwide, 1996.



CD ROM's:

Author's Surname, First Name.	<u>Title</u> .	CD ROM.	Distributor,	Electronic Publication Date.
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E.g. New Internationalist. NI Archive vol 2. CD ROM. New Internationalist, 2001.



Films or Movies:

Title of the film or movie.	Name of the director.	Performer names (if relevant)	Distributor,	Release Year.	Film.
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E.g. The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.



YouTube Image or Video:

Author's Name or Poster's Username.	"Title of Image or Video".	Media Type. Text.	<i>Name of Website.</i> Name of Website's Publisher,	Date of posting,	Medium. Date retrieved.
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E.g. Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." Online video clip. YouTube. YouTube, 22 Apr. 2006. Web. 9 Sept. 2010.

Please note: you need to include all the formatting displayed above (underlining, commas, brackets, colons etc.)

References:

1-6/ IBO. Diploma Programme, Academic honesty, PDF (2007). International Baccalaureate Organization. Accessed March 2011 from <http://www.ibo.org>

7/ IBO. From Principles into Practice, PDF (2008). International Baccalaureate Organization. Accessed October 2008 from <http://www.ibo.org>

8/ IBO. Diploma Programme, Academic honesty, PDF (2007). International Baccalaureate Organization. Accessed March 2011 from <http://www.ibo.org>

9/ IBO. Diploma Programme, Academic honesty, PDF (2007). International Baccalaureate Organization. Accessed March 2011 from <http://www.ibo.org>

10/ MCAD Learning Center Handout. Formatting Footnotes And Endnotes: MLA Handout #4 . Accessed March 2011 from <http://intranet.mcad.edu>

11/ Macquarie University. Gender Equality. 3 Apr. 2014. >

http://mq.edu.au/on_campus/diversity_and_inclusion/inclusive_language_tips/gender_equality/>